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The second and third chapters deal with "Marks as Measurements of School Work," and are perhaps the best chapters in the book. However, the critical reader searches in vain for mention of the studies of Cattell, Cajori, Gray, Kelly, and others in the field. Unfortunately, the author gives the impression that his own work on marks is sufficient, and the reader who expects to find a critical and impartial digest is disappointed. The literature is not fully summarized.

Chap. iv covers the measurement of ability in reading. Forty pages are given to this subject, of which 27 are used in quoting texts. Whipple's vocabulary test and Gray's reading tests are not mentioned. In giving standard scores at the conclusion of this and other succeeding chapters no mention is made of the number of cases, although the author does not claim that the standards are final. The last chapters of the book deal with tests on high-school subjects. These are extremely superficial and far from being standardized. All in all, the author is to be commended mostly for organizing for the casual reader a possible course in educational measurements. It is to be hoped that he will revise and enlarge the book before it runs into a second edition.

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A Study of English and American Writers, Vol. III. A Laboratory Method. By J. SCOTT CLARK, with additions by JOHN PRICE ODELL. Chicago and New York: Row, Peterson & Co., 1916. 8vo, pp. xii+645.

The great obstacle with which this volume, as well as its predecessors, has to contend, is the first impression its contents make upon a stranger. Such a reader finds here a new and elaborate method of literary study, and both the newness and the elaborateness at first repel him. If, however, he is spurred on to a close examination of the method, or, better yet, if he has opportunity to use it in the classroom, he invariably comes to think very highly of it. There are two great faults, among others, that most young students find in present-day teaching of literature. They are not taught what to look for or how to read observingly, and they are not taught to discuss the style of a writer intelligently; indeed, too often the student finds his instructor's lectures on style most nebulous. Professor Clark's method eradicates both of these faults. His volume lists the distinctive mental qualities of each writer; the student in his reading is to note examples of these; in other words, is to observe with guidance the dominant tendencies of the author's mind. He is not, at this stage, to discover these tendencies; he is not to utter generalities about them: he is to list examples of them. With regard to style, the student will observe in

his reading ten specific matters of usage stylistically fundamental (see p. viii) and will list examples of them. It will be impossible for him to indulge in any of the conventional textbook generalities, meaningless to him and trite to the instructor. Some teachers who love the lavender nebulosities of criticism will think the method rigid and lacking in play for individuality. That is unfortunate. The method is definite and practical; it develops the student's powers of observation; it frees him from the usual abject dependence on the professional instructor. Some teachers who love the lavender nebulosities of criticism will think the method rigid and lacking in play for individuality. That is unfortunate. The method is definite and practical; it develops the student's powers of observation; it frees him from the usual abject dependence on the professional critic; and it inspires in him a love of meaningful statement. No defect can counterbalance these virtues; and they are not merely virtues—they are crying needs in the present-day study of literature. Many of us, it may be said, who find it impracticable for various reasons to adopt the method entire, find these three volumes of great service in suggesting individual class exercises.

This volume—the last—completes Professor Clark's survey of the major English and American writers, and with the other two volumes (Scribner, 1905, 1907) forms a valuable manual of English style. It is a matter of sad regret that the death of Professor Clark made the completion of his work fall to another. Professor Odell, however, has proved himself an able continuator. Because of his long and pleasant association with Professor Clark at Northwestern University it has been possible for him to give us the book substantially as Professor Clark would have wished. In a volume of this size, with its compact presentation of multitudinous detail, there is some inevitable looseness of statement. We are all fallible. But the details are here; and the accuracy is up to the worthy standards of the preceding volumes. Professor Odell consequently deserves both thanks and congratulation.

Teachers who have not become familiar with the methods of these volumes have missed valuable training.

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The Psychology of Drawing, with Special Reference to Laboratory Teaching.

By FRED CARLETON AYER, Professor of education, University of Oregon, 1916. Baltimore: Warwick & York, Inc. Pp. 186.

Students and teachers of science will welcome this contribution, which is the author's doctor's thesis. It "represents the results of a study of drawing as a device in laboratory teaching which has included a survey of the existing literature of the psychology of drawing." The book is arranged as follows: Part I, "The Scope of the Problem"; Part II, "Survey of the Literature of Drawing"; Part III, "Experiments and Conclusions."